



linking research to real life.

# Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

## Webcast Series Part Ten: Intervention & Reinforcement Plan

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## SINCE LAST WEBCAST: YOU COMPLETED SECTION 5

Interventions to Address Behavior	
<p>What <b>REPLACEMENT</b> skill needs to be taught to and used by the individual? This skill will serve the same <b>FUNCTION</b> as the behavior of concern (Step 2 and 4)</p> <p>5</p>	<p>What <b>RELATED</b> skills should be taught to improve the individual's access to and participation in <b>LIFE?</b> (Step 4)</p> <p>5</p>
<p><b>INTERVENTION:</b> Will a <b>specific intervention(s)</b> be used to teach the new skill? (EBP)</p>	
<p><b>LEARNING STYLE:</b> What strategies or methods will be used to improve learning and skill development that <b>match the person's learning style and need</b> (Step 2)?</p>	
<p><b>ENVIRONMENTAL MODIFICATIONS:</b> What modifications to the environment (Step 1 and 3), will be necessary to achieve an <b>environment that is supportive of learning new skills and may also reduce setting events and triggers</b> (Step 2)? Modifications include modifications in the way others act and react.</p>	
<p><b>SENSORY:</b> Will the individual require <b>sensory/biological adaptations or interventions</b> (Step 1A3), to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?</p>	
<p><b>SOCIAL AND COMMUNICATION:</b> What <b>social-emotional and communication supports</b> (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the person.</p>	
<p><b>REINFORCE:</b> Ways to add Motivation and Reinforcement (Step 3)</p>	
<p><b>DATA:</b> How will progress towards the new skill be measured (Data worksheet)?</p>	



## Process of FBA for Individuals with Complex and Challenging Needs

### STRATEGIES

- Identify a set of strategies that could be used to create a Positive Behavior Support Plan

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<p>What <b>REPLACEMENT</b> skill needs to be taught to and used by the individual? This skill will serve the same <b>FUNCTION</b> as the behavior of concern (Step 1 and 2).</p> <p><b>Teach and Reinforce Replacement Skills</b></p>	<p>Interventions to Address Behavior</p>	<p>What <b>RELATED</b> Skills should be taught</p> <p><b>Include a Plan to Teach and Reinforce Related Skills as a Secondary Plan</b></p>
<p><b>Plan to Teach and Reinforce REPLACEMENT Skills</b></p> <p>INTERVENTION. Will a <u>specific intervention(s)</u> be used to teach the new skill? (EBP)</p>	<p><b>6</b></p>	<p><b>Plan to Teach and Reinforce RELATED Skills</b></p> <p>INTERVENTION. Will a <u>specific intervention(s)</u> be used to teach the new skill? (EBP)</p>
<p><b>Intervention Plan</b></p>		
<p>LEARNING STYLE. What strategies or methods will be used to promote learning and development that <u>match</u> the individual's learning style and need (Step 3)?</p>	<p>ENVIRONMENTAL MODIFICATIONS. What modifications to the environment (Step 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also <u>reduce setting events or triggers</u> (Step 2)? Modifications include modifications in the way others act and react.</p>	<p>ENVIRONMENTAL MODIFICATIONS. What modifications to the environment (Step 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also <u>reduce setting events or triggers</u> (Step 2)? Modifications include modifications in the way others act/ react.</p>
<p>SENSORY. Will the student require <u>sensory/biological adaptations or interventions</u> (Step 1&amp;3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?</p>	<p>SOCIAL AND COMMUNICATION. What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the student.</p>	<p>SENSORY. Will the individual require <u>sensory/biological adaptations or interventions</u> (Step 1&amp;3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?</p>
<p>SOCIAL AND COMMUNICATION. What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the student.</p>	<p>REINFORCE. Ways to add Motivation and Reinforcement (Step 3)</p>	<p>SOCIAL AND COMMUNICATION. What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the student.</p>
<p><b>Build from Individual's Strengths and Interest</b></p>		
<p>DATA. How will progress towards the new skill be measured (Data worksheet)?</p>		<p>DATA. How will progress towards the new skill be measured (Data worksheet)?</p>

What REPLACEMENT skill needs to be taught to and used by the individual? This skill will serve the same FUNCTION as the behavior of concern (Step 2 and 4)

**Intervention Plan must include strategies that :**

- Address the underlying issues beneath the surface
- Use individualized motivation
- Target the needed skills

**Plan to Teach and Reinforce REPLACEMENT Skills**

INTERVENTION: Will a specific intervention(s) be used to teach the new skill? (EBP)

LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the person's learning style and need (Step 3)?

ENVIRONMENTAL MODIFICATIONS: What environmental modifications will be necessary to achieve an environment that may also reduce setting events or triggers (Step 1 and 3)?

SENSORY: Will the individual require sensory/biological adaptations or interventions (Step 1&3), to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?

SOCIAL AND COMMUNICATION: What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the person.

REINFORCE: Ways to add Motivation and Reinforcement (Step 3)

DATA: How will progress towards the new skill be measured (Data worksheet)?

**WHAT'S MISSING?**  
Behaviors are indications of a missing or needed skill that will address issues identified in Step 2. What skills does the student need (that were NOT identified in Step 3) in order to change the behavior of concern?  
(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

What REPLACEMENT skill needs to be taught to and used by the individual? This skill will serve the same FUNCTION as the behavior of concern (Step 2 and 4)

**Interventions to Address Behavior**

What RELATED Skills should be taught to improve the individual's access to and participation in LRE? (Step 4)

**Plan to Teach and Reinforce REPLACEMENT Skills**

INTERVENTION: Will a specific intervention(s) be used to teach the new skill? (EBP)

LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the person's learning style and need (Step 3)?

ENVIRONMENTAL MODIFICATIONS: What environmental modifications will be necessary to achieve an environment that may also reduce setting events or triggers (Step 1 and 3)?

SENSORY: Will the individual require sensory/biological adaptations or interventions (Step 1&3), to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?

SOCIAL AND COMMUNICATION: What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the person.

REINFORCE: Ways to add Motivation and Reinforcement (Step 3)

DATA: How will progress towards the new skill be measured (Data worksheet)?

**Plan to Teach and Reinforce RELATED Skills**

INTERVENTION: Will a specific intervention(s) be used to teach the new skill? (EBP)

LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the person's learning style and need (Step 3)?

ENVIRONMENTAL MODIFICATIONS: What environmental modifications will be necessary to achieve an environment that may also reduce setting events or triggers (Step 1 and 3)?

SENSORY: Will the individual require sensory/biological adaptations or interventions (Step 1&3), to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?

SOCIAL AND COMMUNICATION: What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the person.

REINFORCE: Ways to add Motivation and Reinforcement (Step 3)

DATA: How will progress towards the new skill be measured (Data worksheet)?

**Example of Behavior Support Planning Form**

What REPLACEMENT skill needs to be taught to and used by the individual?  
This skill will serve the same FUNCTION as the behavior of concern (Step 2 and 4)

5

Interventions to Address Behavior

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**Plan to Teach and Reinforce REPLACEMENT Skills**

INTERVENTION. Will a specific intervention(s) be used to teach the new skill? (EBP)

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LEARNING STYLE. What strategies or methods will be used to improve learning and skill development that match the individual's learning style and need? (Step 3)

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ENVIRONMENTAL MODIFICATIONS. What environmental modifications may also reduce setting events or triggers?

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SENSORY. Will the individual require any sensory accommodations? (Step 2)?

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SOCIAL AND COMMUNICATION. What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and supports include modifications in the way others communicate to the individual.

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REINFORCE. Ways to add Motivation and Reinforcement (Step 3)

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DATA. How will progress towards the new skill be measured (Data worksheet)?

## Example of Behavior Support Planning Form: Full Page Option

**1 Individual Challenges Related to Behavior**  
(To Help Identify Antecedents and Consequences)

Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for Molly <input type="checkbox"/> Communication skills
Environmental Mismatch and Change	<input type="checkbox"/> Very Little personal Space/Others may touch Molly during circle time <input type="checkbox"/> Has a need to complete her work/play <input type="checkbox"/> Less Structured/Predictable Activities
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers... is very difficult to tolerate
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express calmly/verbally her displeasure <input type="checkbox"/> Unable to cope
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested

**2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")**

When MOLLY is faced with the stressors of these setting events... Schedule and routine changes, Unfinished activities and transition away from these activities, Unpredictability, Needing to Communicate and these immediate triggers... Circle Time (which means academics), Being Touched and Shelly (in her space) he/she engages in the identified behavior (above) which results in this type of reinforcing consequence... Gets to leave circle time and academics, gets to finish activities, gets personal space...

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

☐ A Sensory Experience or Physiologic Benefit: PERSONAL SPACE

☐ A Desired Object, Person, Activity or Experience: PREFERRED TABLE ACTIVITIES

☐ An Escape from an undesirable Task, Activity, Person, etc.: TOUCHING, CROWDED SPACES, ACADEMICS

☐ A Way to Communicate: "I NEED TO GO" ... OR "I NEED A BREAK"

☐ Other Function

**Individual Strengths Related to Behavior**

Molly Screens loudly enough to interrupt the teacher's instruction to c

**Some interventions target the stress that increases intensity or frequency of behaviors**

What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern?  
(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

**COPING SKILLS** for sensory/social/environmental challenges,  
**ADDITIONAL COMMUNICATION SKILLS** for 1) expressing emotions and 2) to allow her to "break" or "escape",  
**ACADEMIC SKILLS** in some areas,  
**SOCIAL SKILLS** to help her expand her successful interactions

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for Molly <input type="checkbox"/> Communication skills	Molly Screams loudly enough to interrupt the teacher's instruction to class Molly will learn best if she can touch it or when it has a musical component	Learning and Skill Development
Environmental Mismatch and Change	<input type="checkbox"/> Very Little personal Space/Others may touch Molly during circle time <input type="checkbox"/> Has a need to complete her work/play <input type="checkbox"/> Less Structured/Predictable Activities	Some may change the setting events that make the behavior more likely to occur	Environmental Matches
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers is very difficult to tolerate.		Sensory/Biological Preferences
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express calmly/verbally her displeasure <input type="checkbox"/> Unable to cope		Successful Social, & Communication
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested	requests much better than emotional explanations Music, Hands On Activities, Playground, Making a choice	Motivation & Interests
2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")		4 WHAT'S MISSING?	
When MOLLY is faced with the stressors of these setting events ... Schedule and routine changes, Unfinished activities and transition away from these activities, Unpredictability, Needing to Communicate ... and these immediate triggers ... Circle Time (which means academics), Being Touched and Shelly (in her space) ... she/he engages in the identified behavior (above) which results in this type of reinforcing consequence ... Gets to leave circle time and academics, gets to finish activities, gets personal space ... These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more): <input type="checkbox"/> A Sensory Experience or Physiologic Benefit: ... PERSONAL SPACE <input type="checkbox"/> A Desired Object, Person, Activity or Experience: ... PREFERRED TABLE ACTIVITIES <input type="checkbox"/> An Escape from an Undesirable Task, Activity, Person, etc.: ... TOUCHING, CROWDED SPACES, ACADEMICS <input type="checkbox"/> A Way to Communicate: ... "I NEED TO GO" ... OR "I NEED A BREAK" <input type="checkbox"/> Other Function		Behaviors are indications of a missing or needed skill that will address issues identified in Step 2. What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern? (Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.) COPING SKILLS for sensory/social/environmental challenges, ADDITIONAL COMMUNICATION SKILLS for 1) expressing emotions and 2) to allow her to "break" or "escape", ACADEMIC SKILLS in some areas, SOCIAL SKILLS to help her expand her successful interactions	

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for Molly <input type="checkbox"/> Communication skills	Molly Screams loudly enough to interrupt the teacher's instruction to class Molly will learn best if she can touch it or when it has a musical component	Learning and Skill Development
Environmental Mismatch and Change	<input type="checkbox"/> Very Little personal Space/Others may touch Molly during circle time <input type="checkbox"/> Has a need to complete her work/play <input type="checkbox"/> Less Structured/Predictable Activities	Some of the interventions may teach or reinforce needed skills	Environmental Matches
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers is very difficult to tolerate.		Sensory/Biological Preferences
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express calmly/verbally her displeasure <input type="checkbox"/> Unable to cope		Successful Social, & Communication
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested	Structure and Routines! When she has ability to make some choices or decisions. like a chair/table move more slowly or organized surroundings social situations like music s with short phrases, and makes concrete requests much better than emotional explanations Music, Hands On Activities, Playground, Making a choice	Motivation & Interests
2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")		4 WHAT'S MISSING?	
When MOLLY is faced with the stressors of these setting events ... Schedule and routine changes, Unfinished activities and transition away from these activities, Unpredictability, Needing to Communicate ... and these immediate triggers ... Circle Time (which means academics), Being Touched and Shelly (in her space) ... she/he engages in the identified behavior (above) which results in this type of reinforcing consequence ... Gets to leave circle time and academics, gets to finish activities, gets personal space ... These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more): <input type="checkbox"/> A Sensory Experience or Physiologic Benefit: ... PERSONAL SPACE <input type="checkbox"/> A Desired Object, Person, Activity or Experience: ... PREFERRED TABLE ACTIVITIES <input type="checkbox"/> An Escape from an Undesirable Task, Activity, Person, etc.: ... TOUCHING, CROWDED SPACES, ACADEMICS <input type="checkbox"/> A Way to Communicate: ... "I NEED TO GO" ... OR "I NEED A BREAK" <input type="checkbox"/> Other Function		Behaviors are indications of a missing or needed skill that will address issues identified in Step 2. What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern? (Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.) COPING SKILLS for sensory/social/environmental challenges, ADDITIONAL COMMUNICATION SKILLS for 1) expressing emotions and 2) to allow her to "break" or "escape", ACADEMIC SKILLS in some areas, SOCIAL SKILLS to help her expand her successful interactions	

## Reinforcement

Reinforcement may be discussed in two ways:

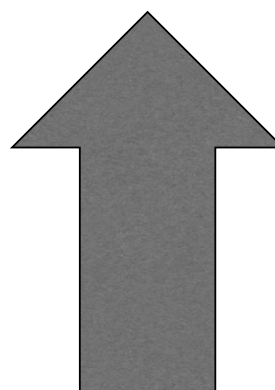
As a factor that increases a challenging behavior



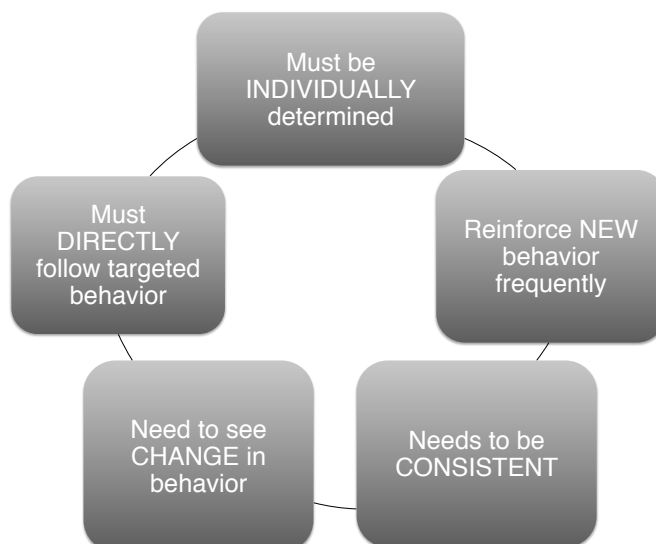
As a tool teams can use to teach new behaviors

## EBP: Reviewing Reinforcement

Reinforcement is an item, activity, or event that **follows**, and is contingent upon, a behavior and which **increases** the likelihood of that behavior being repeated.

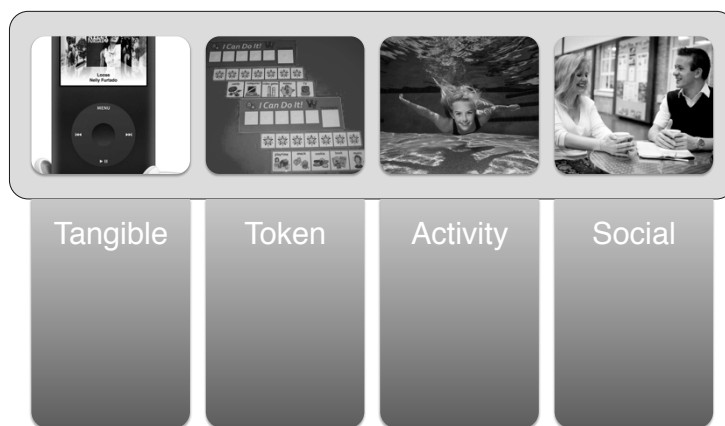


## Rules for Reinforcement



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## Types of Reinforcement



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# Molly's Plan

## Look at Steps 1 and 3 of Molly's Plan

- Consider how the areas of underlying issues and challenges were supported in the final plan
- Identify how Molly's strengths, skills and interest were used in the final plan as a way to motivate and teach



1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for Molly <input type="checkbox"/> Communication skills	Molly Screams loudly enough to interrupt the teacher's instruction to class	Molly will learn best if she can touch it or when it has a musical component
Environmental Mismatch and Change	<input type="checkbox"/> Very Little personal Space/Others may touch Molly during circle time <input type="checkbox"/> Has a need to complete her work/play <input type="checkbox"/> Less Structured/Predictable Activities		Structure and Routines! When she has ability to make some choices or decisions.
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers... is very difficult to tolerate.		Personal space like a chair/table People that move more slowly or predictably Visually Organized surroundings
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express Calmly/Verbally her displeasure <input type="checkbox"/> Unable to Cope		Predictable social situations like music games Communicates with short phrases. Understands and makes concrete requests much better than emotional explanations
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested		Music, Hands On Activities, Playground, Making a choice
<b>2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")</b> When MOLLY... is faced with the stressors of these setting events... Schedule and routine changes, Unfinished activities and transition away from these activities, Unpredictability, Needing to Communicate... and these immediate triggers... Circle Time (which means academics), Being Touched and Shelly (in her space) he/she engages in the identified behavior (above) which results in this type of reinforcing consequence... Gets to leave circle time and academics, gets to finish activities, gets personal space... These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more): <input type="checkbox"/> A Sensory Experience or Physiologic Benefit: PERSONAL SPACE <input type="checkbox"/> A Desired Object, Person, Activity or Experience: PREFERRED TABLE ACTIVITIES <input type="checkbox"/> An Escape from an undesirable Task, Activity, Person, etc.: TOUCHING, CROWDED SPACES, ACADEMICS <input type="checkbox"/> A Way to Communicate: "I NEED TO GO" ... OR "I NEED A BREAK" <input type="checkbox"/> Other Function		<b>4 WHAT'S MISSING?</b> Behaviors are indications of a missing or needed skill that will address issues identified in Step 2. What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern? (Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.) COPING SKILLS for sensory/social/environmental challenges, ADDITIONAL COMMUNICATION SKILLS for 1) expressing emotions and 2) to allow her to "break" or "escape", ACADEMIC SKILLS in some areas, SOCIAL SKILLS to help her expand her successful interactions	



Plan to Teach and Reinforce REPLACEMENT Skills	What is need specific to the Target Skill?
INTERVENTION. Will a <u>specific intervention(s)</u> be used to teach the new skill? (EBP)	Social Competency Intervention? Academic Strategy? Communication Intervention? Emotional or Sensory Regulation Method?
LEARNING STYLE. What strategies or methods will be used to improve learning and skill development that <u>match the individual's learning style and need?</u> (Step 3)	Instructional Style or Environment? Accommodations ? Tools?
ENVIRONMENTAL MODIFICATIONS. What <u>modifications to the environment (Step 1 and 3)</u> will be necessary to achieve an environment that is supportive of learning new skills and may also <u>reduce setting events or triggers (Step 2)?</u> Modifications include modifications in the way others act and react.	Visual Supports to the environment? Changes to support sensory needs? Do peers or adults need to learn how to manage their own actions to decrease stressors?
SENSORY. Will the person require <u>sensory/biological adaptations or interventions (Step 1&amp;3)</u> to promote learning and using the new skill or to reduce setting events and triggers? (Step 2)	Needed sensory experiences? Sensory breaks? Supports for sensory regulation
SOCIAL AND COMMUNICATION. What <u>social-emotional and communication supports (Step 1 and 3)</u> will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and supports include modifications in the way others communicate to the person.	Teaching others in the environment how to communicate with the person? Visual supports for social and/or communication skill building?
REINFORCE. Ways to add Motivation and Reinforcement (Step 3)	Specifically using special interests as part of the educational program
DATA. How will progress towards the new skill be measured (Data worksheet)?	What measures are meaningful indicators of success?

What REPLACEMENT skill needs to be taught to and used by the individual? This skill will serve the same FUNCTION as the behavior of concern (Step 2 and 4)

1. How to Ask for a Break/Leave Circle Time (EQUAL)

2. How to Ask someone to leave her alone or not touch her (EQUAL/could be RELATED)

5

Molly Screams loudly enough to interrupt the teacher's instruction to class

What RELATED Skills should be taught to improve the individual's access to and participation in LRE? (Step 4)

Improve Molly's academic skills for circle time so that she is less likely to want to escape or leave the group (RELATED)

**Interventions to Address Behavior**

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**Plan to Teach and Reinforce REPLACEMENT Skills**

INTERVENTION. Will a specific intervention(s) be used to teach the new skill? (EBP)  
Use of simple Social Narratives (Taking a Break from Circle); Social Scripting with pictures/photos for social-emotional situation; Social Rehearsal and Priming to teach use of Break card, remind and practice asking for a break using a break card or simple switch ("I need a break")

LEARNING STYLE. What strategies or methods will be used to improve learning and skill development that match the students learning style and need? (Step 3)  
Music and hands on activities with a predictable learning environment to include: tighten up on daily routine, timers, use visual schedule with whole class and Molly- daily and activity schedule. Visual support to give directions ("ex: time to sit"). Prompt to use break card in circle time when she begins to loose focus/interest.

ENVIRONMENTAL MODIFICATIONS. What modifications to the environment (Step 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers (Step 2)? Modifications include modifications in the way others act and react. (see Learning Style section for visual supports). Seating preferences: Plenty of personal space. Pair with Jason and LT instead of Shelly. Allow all others to come to circle first to help her see the transition start and progress before she is asked to come.

SENSORY. Will the student require sensory/biological adaptations or interventions (Step 1&3) to promote learning and using the new skill or to reduce setting events and triggers? (Step 2)  
Space, predictability of circle activities. Music. Own seat in circle - will try rocking chair and cube chair. End of table, chair at circle next to Jason or LT.

SOCIAL AND COMMUNICATION. What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the student.  
Prompting to use social scripts and Break Card intervention. , Include Musical activities with peers. Structure the social interactions initially. Use social narratives with many pictures to show interaction during circle time.

REINFORCE. Ways to add Motivation and Reinforcement (Step 3)  
Music added to circle time; Choices on Schedules; Hands on learning activities in circle time . Molly can leave circle time as soon as she requests a break with card or switch.

DATA. How will progress towards the new skill be measured (Data worksheet)?  
Will measure the frequency per circle time and per week. Also will record duration of event. Aide will count and time events during circle time. Teacher to graph data.

Example of Strategy Development

**Plan to Teach and Reinforce RELATED Skills**

INTERVENTION. Will a specific intervention(s) be used to teach the new skill? (EBP)

LEARNING STYLE. What strategies or methods will be used to improve learning and skill development that match the students learning style and need? (Step 3)

ENVIRONMENTAL MODIFICATIONS. What modifications to the environment (Step 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers (Step 2)? Modifications include modifications in the way others act and react. (see Learning Style section for visual supports). Seating preferences: Plenty of personal space. Pair with Jason and LT instead of Shelly. Allow all others to come to circle first to help her see the transition start and progress before she is asked to come.

SOCIAL AND COMMUNICATION. What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the student.

REINFORCE. Ways to add Motivation and Reinforcement (Step 3)

DATA. How will progress towards the new skill be measured (Data worksheet)?

Plan to Teach and Reinforce REPLACEMENT Skills	
<p><b>INTERVENTION.</b> Will a specific intervention(s) be used to teach the new skill? (EBP)</p> <p>1) Use of simple Social Narratives (faking a Break from Circle) - 2) Social Scripting with pictures/photos for social-emotional situation - 3) Social Rehearsal and Priming to teach use of Break card, 4) Remind and practice asking for a break using a break card or simple switch ("I need a break")</p>	<h2 style="text-align: center;">Example of Strategy Development (Replacement Skills)</h2>
<p><b>LEARNING STYLE.</b> What strategies or methods will be used to improve learning and skill development that match the individual's learning style and need (Step 3)</p> <p>Music and hands on activities with a predictable learning environment to include: tighten up on daily routine, timers, use visual schedule with whole class and Molly - daily and activity schedule. Visual support to give directions ("ex: time to sit"). Prompt to use break card in circle time when she begins to lose focus/interest.</p>	
<p><b>ENVIRONMENTAL MODIFICATIONS.</b> What modifications to the environment (Step 1 and 3), will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers (Step 2)? Modifications include modifications in the way others act and react. (see Learning Style section for visual supports). Seating preferences: Plenty of personal space. Pair with Jason and LT instead of Shelly. Allow all others to come to circle first to help her see the transition start and progress before she is asked to come.</p>	
<p><b>SENSORY.</b> Will the individual require sensory/biological adaptations or interventions (Step 1&amp;3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)? Space, predictability of circle activities. Music. Own seat in circle - will try rocking chair and cube chair. End of table, chair at circle next to Jason or LT.</p>	
<p><b>SOCIAL AND COMMUNICATION.</b> What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the individual.</p> <p>Prompting to use social scripts and Break Card intervention. Include Musical activities with peers. Structure the social interactions initially. Use social narratives with many pictures to show interaction during circle time.</p>	
<p><b>REINFORCE.</b> Ways to add Motivation and Reinforcement (Step 3)</p> <p>Music added to circle time; Choices on Schedules; Hands on learning activities in circle time. Molly can leave circle time as soon as she requests a break with card or switch.</p>	
<p><b>DATA.</b> How will progress towards the new skill be measured (Data worksheet)?</p> <p>Will measure the frequency per circle time and per week. Also will record duration of event. Aide will count and time events during circle time. Teacher to graph data.</p>	

## EXAMPLE of Strategy Development (Related Skills)

5 Screams  
enough to  
disrupt the  
teacher's  
attention to class

### Interventions to Behavior

6

### Plan to Teach and Reinforce RELATED Skills

**INTERVENTION.** Will a specific intervention(s) be used to teach the new skill? (EBP)  
**Individualized instruction (ABA)** in math skills: (example: "Same/ Different," "Big and Small")

**LEARNING STYLE.** What strategies or methods will be used to improve learning and skill development that match the individual's learning style and need (Step 3)

**Will use manipulatives only to teach skills, limit verbal to one/two words**  
**Will teach one and one and then once she is successful, will move the same manipulatives/ objects to the circle activity for Molly to respond to within the demands of the circle.**  
**Will use objects that she enjoys.**

**ENVIRONMENTAL MODIFICATIONS.** What modifications to the environment (Step 1 and 3), will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers (Step 2)? Modifications include modifications in the way others act/ react.  
**Will teach at table where she is comfortable.**

**Seating preferences:** Plenty of personal space. Pair with Jason and LT instead of Shelly. Allow all others to come to circle first to help her see the transition start and progress before she is asked to come.

**SENSORY.** Will the student require sensory/biological adaptations or interventions (Step 1&3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?  
**Space, predictability of circle activities. Music. Own seat in circle - will try rocking chair and cube chair. End of table, chair at circle next to Jason or LT.**  
**Will provide a quiet sensory break before the demands of academic instruction.**

**SOCIAL AND COMMUNICATION.** What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the individual.  
**Prompting to use social scripts and Break Card intervention.**

**REINFORCE.** Ways to add Motivation and Reinforcement (Step 3)  
**Will use objects that she enjoys to teach and practice math concepts. In circle she can hold/play with the object once she answers the math question. Music added to circle time; Choices on Schedules; Hands on learning activities in circle time**

**DATA.** How will progress towards the new skill be measured (Data worksheet)?  
**Will track progress of mastery of concepts in both 1-on-1 setting and in circle time. Amount of accurate responses /All opportunities.**

STRATEGY CHECKLIST	
<input checked="" type="checkbox"/>	<b>Specific to the behavior/skill being taught, does the support plan include the following?</b>
<input checked="" type="checkbox"/>	1. Strategies that eliminate or decrease SETTING EVENTS?
<input type="checkbox"/>	2. Intervention that reduce or avoid TRIGGERS?
<input type="checkbox"/>	3. Modifications or adaptations to the ENVIRONMENT?
<input type="checkbox"/>	4. Individual PREFERENCES, STRENGTHS as part of the plan?
<input type="checkbox"/>	5. Individualized REINFORCEMENT strategies using interests?
<input type="checkbox"/>	6. Interventions that help avoid REINFORCING CONSEQUENCES of the challenging behavior?
<input type="checkbox"/>	7. Plans to TEACH new skills that were identified in UNDERLYING CHALLENGES?
<input type="checkbox"/>	8. Strategies to address SENSORY based challenges or needs?
<input type="checkbox"/>	9. Social and communication supports when identified as an area of challenge?
<input type="checkbox"/>	10. Strategies to specifically teach the SUBSTITUTE skill?

Interventions to Address Behavior	
<p>5. What REPLACEMENT skill needs to be taught to and used by the individual? This skill will serve the same FUNCTION as the behavior of concern (Step 2 and 4)</p> <p><b>Plan to Teach and Reinforce REPLACEMENT Skills</b></p> <p>INTERVENTION: Will a specific intervention(s) be used to teach the new skill? (EBP)</p> <p>LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the person's learning style and need (Step 3)?</p> <p>ENVIRONMENTAL MODIFICATIONS: What modifications to the environment (Step 1 and 2) will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers (Step 2)? Modifications include modifications in the way others act and react.</p> <p>SENSORY: Will the individual require sensory/biological adaptations or interventions (Step 1&amp;3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?</p> <p>SOCIAL AND COMMUNICATION: What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the person.</p> <p>REINFORCE: Ways to add Motivation and Reinforcement (Step 3)</p> <p>DATA: How will progress towards the new skill be measured (Data worksheet)?</p>	<p>5. What RELATED Skills should be taught to improve the individual's access to and participation in LRE? (Step 4)</p> <p><b>Plan to Teach and Reinforce RELATED Skills</b></p> <p>INTERVENTION: Will a specific intervention(s) be used to teach the new skill? (EBP)</p> <p>LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the person's learning style and need (Step 3)?</p> <p>ENVIRONMENTAL MODIFICATIONS: What modifications to the environment (Step 1 and 2) will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers (Step 2)? Modifications include modifications in the way others act/ react.</p> <p>SENSORY: Will the individual require sensory/biological adaptations or interventions (Step 1&amp;3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?</p> <p>SOCIAL AND COMMUNICATION: What social-emotional and communication supports (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the person.</p> <p>REINFORCE: Ways to add Motivation and Reinforcement (Step 3)</p> <p>DATA: How will progress towards the new skill be measured (Data worksheet)?</p>

## Last Step Before Implementation

Identify your district or agency approved behavior plan form

**OR**

if applicable, your preferred behavior plan form.

Transfer the information from the forms in this behavior process to your district or agency forms



## Behavior Plan Steps Chart

When Complete	Creating an Individualized Behavior Support Plan <i>Complete Each Step</i>	
	<p><b>Select the target individual.</b>  <b>Select the behavior of concern</b> that the team would like to help the individual change            Questions to consider: What behavior is having an impact on the individual's ability to access learning, LRE, social opportunities, or safety? What behavior would the team be willing to focus on to learn a new process?</p>	
	<p><b>Define the behavior in measurable terms</b></p>	
	<p><b>Consider data questions for identified behavior.</b> What will you measure? Frequency? Duration? Intensity? How and When? Discuss what you have for baseline data and if you need more.</p>	
	<p><b>Identify and summarize underlying challenges</b> that may be associated with the behavior. Informal assessment questions provided.</p>	



## Other Helpful Forms

### Action Steps

**Action Steps for Behavior Support Plan**  
Some strategies in a support plan will require multiple steps in order to be prepared, created and implemented. This form allows the team to identify discrete steps and required action for strategies that are complex to prepare and implement.

Strategy	Prepare	Implement	Monitor	Re-evaluate	Discontinue
	Steps to Prepare What and When	Materials/Items action needed to prepare	Steps to Implement What and When	Action needed to Implement	Responsible Person(s) to Assure Completion

### Review & Check

Name: \_\_\_\_\_ Behavior: \_\_\_\_\_

Replacement Skills: \_\_\_\_\_

Area of Concern ("beneath the surface") Learning Challenges	Strategies that Change Setting Events	Strategies that Decrease Stressors	Strategies that Teach and Reinforce Substitute or Related Skills
Environmental Materials & Change			
Sensory/Biological/ Medical			
Social/Emotional/ Communication			
Motivation and Narrow Interest			

Student Name: \_\_\_\_\_

Behavior of Concern: \_\_\_\_\_



## Using the Process: Next Steps

- Complete the plan with as much information as possible
- Select strategies that you are going to try first
- Assess and revise the first strategies
- Implement your plan and keep data
- Continue to update



## BEFORE NEXT WEBCAST: FILL IN REINFORCEMENT CHART

### Reinforcement and Your Individual

List what is reinforcing to your individual. If you aren't sure, what are you going to do to find out?

What type of reinforcement would work best for the individual and targeted skills? Consider intrinsic/extrinsic motivators.

What will be the schedules of reinforcement:  
-how often  
-how much  
-who is giving  
-how will you record data about it  
-when/how will you review, update, revise

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## BEFORE NEXT WEBCAST: FILL IN STEP 6

What REPLACEMENT skill needs to be taught to and used by name FUNCTION?

What RELATED skills should be taught?

### Begin to Develop a Strategy Based Plan for YOUR Individual

Plan to Teach and Reinforce REPLACEMENT Skills 6 Plan to Teach and Reinforce RELATED Skills

<p><b>LEARNING STYLE:</b> What strategies or methods will be used to improve learning and skill development that match the student's learning style and need (Step 3)?</p> <p><b>ENVIRONMENTAL MODIFICATIONS:</b> What modifications to the environment (Steps 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events and triggers (Step 4)? Modifications include modifications in the way others act and react.</p> <p><b>STRATEGY:</b> Will the student require general behavioral adaptations or interventions (Step 3A)?, be promote learning and using the new skill or to reduce setting events and triggers (Step 4)?</p> <p><b>SOCIAL AND COMMUNICATION:</b> What social-emotional and communication supports (Steps 2 and 3) will be needed? How will individuals in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 4)? Responses and supports include modifications in the way others communicate to the student.</p> <p><b>REINFORCE:</b> Ways to add Motivation and Reinforcement (Step 5)</p> <p><b>DATA:</b> How will progress towards the new skill be measured (Data worksheet)?</p>	<p><b>LEARNING STYLE:</b> What strategies or methods will be used to improve learning and skill development that match the student's learning style and need (Step 3)?</p> <p><b>ENVIRONMENTAL MODIFICATIONS:</b> What modifications to the environment (Steps 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events and triggers (Step 4)? Modifications include modifications in the way others act/ react.</p> <p><b>STRATEGY:</b> Will the student require general behavioral adaptations or interventions (Step 3A)?, be promote learning and using the new skill or to reduce setting events and triggers (Step 4)?</p> <p><b>SOCIAL AND COMMUNICATION:</b> What social-emotional and communication supports (Steps 2 and 3) will be needed? How will individuals in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 4)? Responses and supports include modifications in the way others communicate to the student.</p> <p><b>REINFORCE:</b> Ways to add Motivation and Reinforcement (Step 5)</p> <p><b>DATA:</b> How will progress towards the new skill be measured (Data worksheet)?</p>
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